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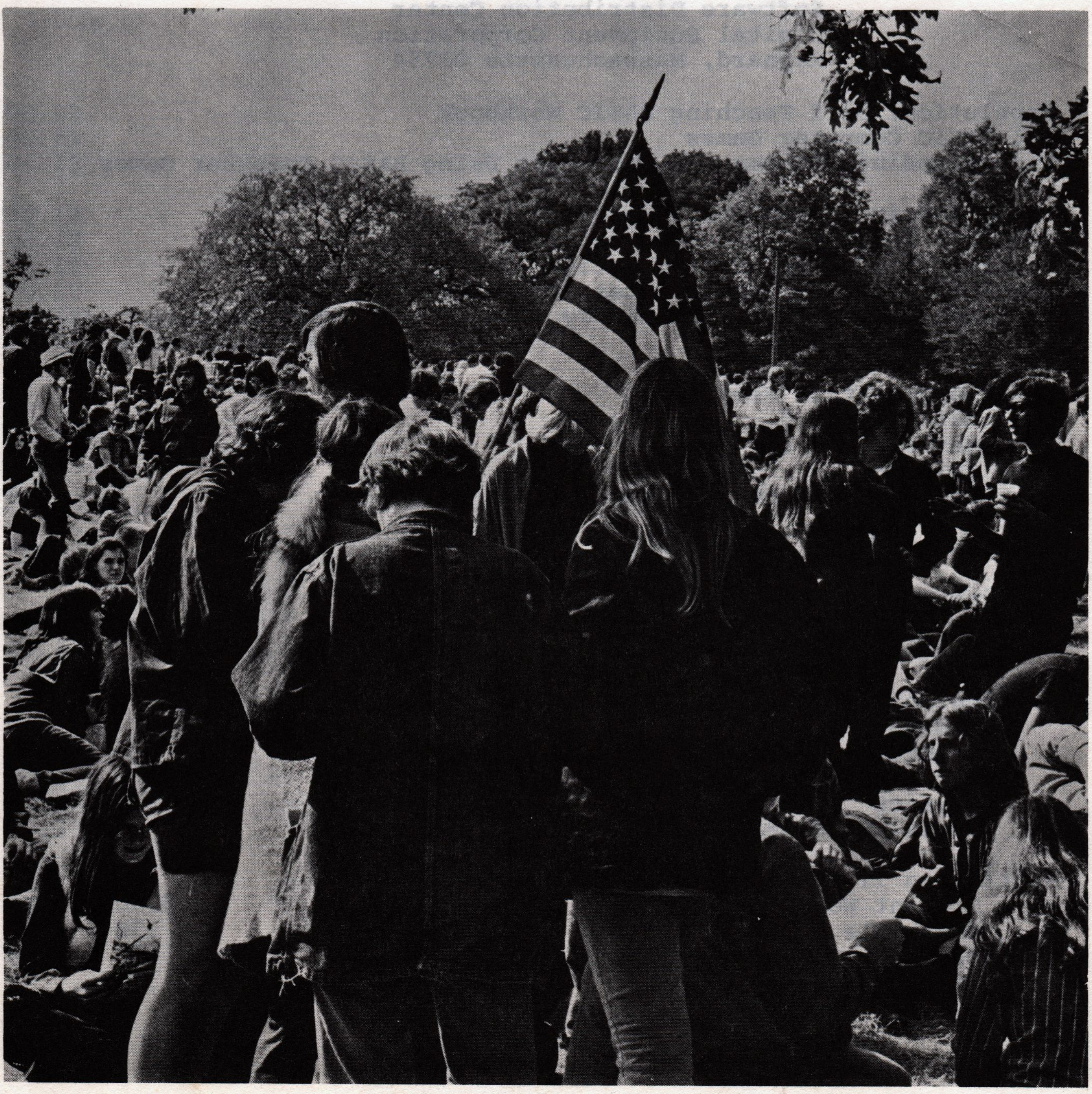

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TEACHER MANUAL

MASPAR

POLITICS IN FIVE NATIONS: A COMPARATIVE STUDY OF MASS POLITICAL PARTICIPATION

Developed by:

Daniel Klassen, State University of New York
Stony Brook, New York
Joseph McGrath, Locust Valley High School
Locust Valley, New York

Support Material by:

Judith Edwards, Northwest Regional Educational Laboratory
Portland Oregon
Julie Given, State University of New York
Stony Brook, New York
Joseph McGrath

Programmed by:

Stuart Hollander, State University of New York
Stony Brook, New York

Illustrations by:

Marie Rulon, State University of New York
Stony Brook, New York

HUNTINGTON TWO COMPUTER PROJECT

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MASPAR

TEACHER MANUAL

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MASPAR

TEACHER MANUAL

I. BASIC INFORMATION ABOUT THE UNIT

Subject Area:	Government, Civics, Political Science
Specific Topic:	The relationship between class structure, extent of organizational membership, and mass political participation in a society.
Grade Level:	9 - 12
Coordinated Computer Program:	*MASPAR* (Mass Participation)
Computer Language Used:	BASIC
Reference for the Simulation:	Nie, N.H., Powell, G.B., Prewitt, K., "Social Structure and Political Participation," in: *AMERICAN POLITICAL SCIENCE REVIEW*, Vol. LXIII, No.3, September 1969, pp.808-832.
Abstract:	This program contains a model that illustrates the relationship that exists in a society between social status and organizational involvement, on the one hand, and mass political participation on the other. The student is asked to assign initial values to three parameters of the model. The model then is used to project the rate of political participation for each of the three social classes as well as for the society in general.

II. DESCRIPTION OF THE PROGRAM

MASPAR differs from most of the social studies simulations developed by the HUNTINGTON TWO Project in that it is not designed for class use. Rather, it has been structured so that one student or a small group of students can use the computer to explore a single concept. We hope that within a few years numerous programs similar to *MASPAR* will be available to social studies teachers. When a collection of such programs exist -- each designed to explore a single concept -- the computer can truly be used as a social science laboratory in the secondary school.

MASPAR allows the student to explore the relationship that exists between the pattern of mass political participation in a democratic society and the social class structure and level of organizational membership in that society.

To activate the model, the student is asked to define three model parameters:

1) The social class structure of the society, entered as the percentage of individuals in the lower, middle and upper classes. The total of these three numbers must be 100 (per cent).

2) The percentage of individuals in the society who belong to organizations whose membership is voluntary, entered as a decimal ranging between 0 and .99. This parameter is called *organizational density*.

3) The relationship that exists between social class structure and organizational density, entered as a positive relationship (1) or not (0). No relationship means that involvement in voluntary organizations is evenly distributed over the social classes. In other words, organization members are just as likely to come from the upper class as from the lower class. A positive relationship means that organization members are more likely to be from the upper class, and non-members are more likely to be from the lower class.

The output which the student gets from the application of the data to the model includes:

1) A table showing the proportion of organizational members and non-members for lower, middle and upper classes. The figures in the table are the proportions of the total population that are lower class involved, lower class uninvolved, middle class involved, middle class uninvolved, upper class involved, and upper class uninvolved.

2) A table showing the actual percentage of political participants, in each of the above six categories.

3) The Participation Index estimated for the society having the specified parameters.

4) The Underrepresentation Index showing the extent to which the lower class is underrepresented among the political participants.

III. TERMS USED IN THE COMPUTER PROGRAM

Class Structure -- The division of a society, usually, into lower, middle, and upper classes on the basis of income, education, occupation, and/or similar indicators.

Organizational Density -- The percentage of individuals in a society belonging to organizations, associations, clubs, or societies of voluntary membership.

Organization Relationship -- A number indicating the relationship between organizational density and social class. For this simulation, we assume either there is a positive relationship, or no relationship at all. (See Page 2 of the *RESOURCE MANUAL*.)

Political Participants -- Individuals who take part in politics by voting, joining a political party, working in a campaign, or running for office.

Political Participation Index -- A number indicating the proportion of the citizens in a society classified as politically active.

Underrepresentation Index -- A number indicating the extent to which the lower class is underrepresented among the politically active members of the society.

IV. WHY WAS THIS UNIT DEVELOPED?

Using simulation, students are given the opportunity to control social, political and economic realities. Interrelationships between variables in the model can be manipulated by students. They develop an understanding of a model of reality which is dynamic rather than a series of static pictures of reality.

MASPAR has been designed to allow students to discover for themselves the effect that social class and organizational involvement have on political participation. Beyond this it is hoped that experience with the simulation will encourage students to explore the reasons for the observed effects.

V. WHAT CAN STUDENTS LEARN BY USING THIS UNIT?

After manipulating the *MASPAR* model, the student should be able to:

1) estimate the overall increase in mass political participation when the class structure of the society is altered or when the organizational life of society is altered.

2) estimate the relative contributions of the various class groups to the political participant stratum.

3) state the nature of the functional relationship that exists between class structure, organizational membership and mass political participation.

4) explain the use of the computer as a tool for studying social and political reality.

5) compare the model to the real world to estimate the degree to which they agree.

VI. HOW CAN THIS UNIT BE USED IN THE CURRICULUM?

A. Preparatory Activities

Although the simulation is designed to be used by a single student or a small group of students, the topic of political participation should be introduced to the entire class before individual students are sent to the computer to run the program themselves. There are any number of places in the standard social studies curriculum where the issues implicit in the program come up quite naturally. It should be useful in any discussion of elections, class structure, or especially democracy in the developing nations of the world.

B. Use of the Program

After a general discussion of the topic of political participation and the briefest description of the model, students can be given the *STUDENT MANUAL*. When using the program, students may work individually or they may be divided into small research teams. Either way, they should be expected to complete the exercises in the *STUDENT MANUAL*.

If time is limited, the most effective method is to allow a research team of perhaps three students to run the program and report its findings back to the class. Other particularly interested students could then run the program on their own. With more time, each member of the class could be given an opportunity to run the simulation. When all had done so, the class could discuss the questions in the *STUDENT MANUAL* and in the Follow-up Activities listed below.

C. Follow-up Activities

1) Discuss the generalizations suggested by the students who ran the program.

2) Discuss the questions found on page 12 of the *STUDENT MANUAL*.

3) Ask the class to play a council of ministers in a developing democratic country. What policies should they adopt to promote political participation? Would these proposals really make the country a more effective democracy? What problems might result?

4) *MASPAR* shows that people who are members of organizations are much more likely to be active in politics than those who are not. This may be because active people get involved in both, or it may be that many organizations are effective in getting their members into policital activities. Which do students think is the more important reason?

5) Should a democratic government intentionally manipulate the social structure or organizational patterns of its society?

6) Have the students revise the questions from the Almond and Verba study on pp. 9-10 of the *RESOURCE MANUAL* to survey the students in your school concerning attitudes toward teachers and the administration.

7) What organization does the class think would be most effective in getting their members to participate? Elks? League of Women Voters? N.R.A.?

8) Historically, one of the explanations of the very high rate of underrepresentation of the lower class in the political life of the United States has been the influence of immigration throughout our history. What other reasons can you think of?

9) Social scientists have pointed out that, in open societies with large middle and upper classes, most able and ambitious individuals of lower class origin move up to a higher class. The lower class is thus deprived of its natural leaders and organizers. How is this condition reflected in *MASPAR*?

VII. ANNOTATED SAMPLE RUN

```
                MASPAR - MASS POLITICAL PARTICIPATION INDEX

DO YOU WANT INSTRUCTIONS(1=YES,0=NO)? 0

INPUT PROPORTION OF POPULATION IN EACH OF THE THREE CLASSES
     LOWER? 85
     MIDDLE? 10
     UPPER? 5
```

THE FIGURES FOLLOWING THE CLASS REPRESENT THE % OF THE TOTAL POPULATION THAT BELONGS TO THAT PARTICULAR CLASS.

```
WHAT IS THE ORGANIZATIONAL DENSITY? .70
```

THIS FIGURE REPRESENTS THE % OF THE POPULATION THAT BELONGS TO A VOLUNTARY ORGANIZATION.

```
IS THERE A POSITIVE RELATIONSHIP BETWEEN SOCIAL CLASS
 AND ORGANIZATIONAL INVOLVEMENT? (1=YES,0=NO)? 1
```

1 MEANS THAT THE HIGHER THE SOCIAL CLASS, THE MORE PARTICIPATION IN VOLUNTARY ORGANIZATIONS.

0 MEANS THAT PARTICIPATION IN VOLUNTARY ORGANIZATIONS IS NOT RELATED TO CLASS STRUCTURE.

```
                  ORGANIZATIONALLY
              INVOLVED      UNINVOLVED

LOWER   85     57            28
MIDDLE  10     8             2
UPPER   5      5             0
```

THE NUMBER 57 MEANS THAT 57% OF THE TOTAL POPULATION OF THE GIVEN COUNTRY IS BOTH ORGANIZATIONALLY INVOLVED AND LOWER CLASS.

ANOTHER EXAMPLE: 2% OF THE TOTAL POPULATION IS BOTH MIDDLE CLASS AND NOT INVOLVED IN ANY ORGANIZATION.

THIS CHART DEALS WITH THE PART OF THE POPULATION THAT IS INVOLVED IN POLITICS, NOT THE TOTAL POPULATION OF THE COUNTRY.

```
PROPORTION OF POLITICAL PARTICIPANTS IN EACH GROUP

                  ORGANIZATIONALLY
              INVOLVED      UNINVOLVED

LOWER   85     69            10
MIDDLE  10     12            1
UPPER   5      8             0
```

69% OF THE TOTAL POPULATION INVOLVED IN POLITICS IS BOTH LOWER CLASS AND INVOLVED IN AN ORGANIZATION.

```
PARTICIPATION INDEX FOR SOCIETY IS  42
```

THIS NUMBER REPRESENTS THE % OF THE TOTAL POPULATION THAT IS ACTIVELY INVOLVED IN POLITICS.

```
UNDERREPRESENTATION INDEX IS  7
```

THIS NUMBER REPRESENTS THE AMOUNT THAT PEOPLE ARE UNDERREPRESENTED IN GOVERNMENT. 7 IS A VERY LOW UNDERREPRESENTATION, MEANING THAT MOST PEOPLE ARE REPRESENTED IN GOVERNMENT.

```
DO YOU WANT ANOTHER RUN (1=YES,0=NO)? 1

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VIII. ANSWERS TO COMPUTER LABORATORY INVESTIGATIONS

Nation	Class Structure			Organizational Density	Positive Relationship	Participation Index	Underrepresentation Index
	Lower	Middle	Upper				
1	85	10	5	.70	1	42	7
2	85	10	5	.20	1	24	13
3	85	10	5	.70	0	42	5
4	85	10	5	.20	0	24	8
5	30	40	30	.70	1	50	32
6	30	40	30	.20	1	32	49
7	30	40	30	.70	0	49	20
8	30	40	30	.20	0	32	31
9	10	20	70	.70	1	56	48
10	10	20	70	.20	1	38	61
11	10	20	70	.70	0	56	29
12	10	20	70	.20	0	38	42

Country	Class Structure			Organizational Density	Class-Membership Correlation	Political Participation Index	Underrepresentation Index
	L	M	U				
A.Britain	46	38	16	.49	1	39	29
B.Germany	44	41	15	.39	1	36	31
C.Italy	54	32	14	.27	1	30	32
D.Mexico	77	16	7	.20	1	25	19
E. United States	30	45	25	.55	1	44	34